



St Mary's  
University  
Twickenham  
London

# Professional Studies Curriculum

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INTRODUCTION AND OVERVIEW

# Our Curriculum

Initial Teacher  
Training and  
Early Career  
Framework  
(ITTECF)

*Knowledge  
Skills*

Professional  
Studies

*Curriculum design  
ITTECF Sections 1-8  
  
Sequenced  
Cyclical*

University-  
based

School-  
based

*PS Lectures  
Subject lectures  
Workshops  
Assignments  
Enrichment  
**Mentoring**  
**Observations**  
**Practice & Feedback***

Teachers'  
Standards

*Part 1 – Standards  
1-8  
  
Part 2 – statutory  
requirements*

QTS

ECT YEAR 1

ECT YEAR 2

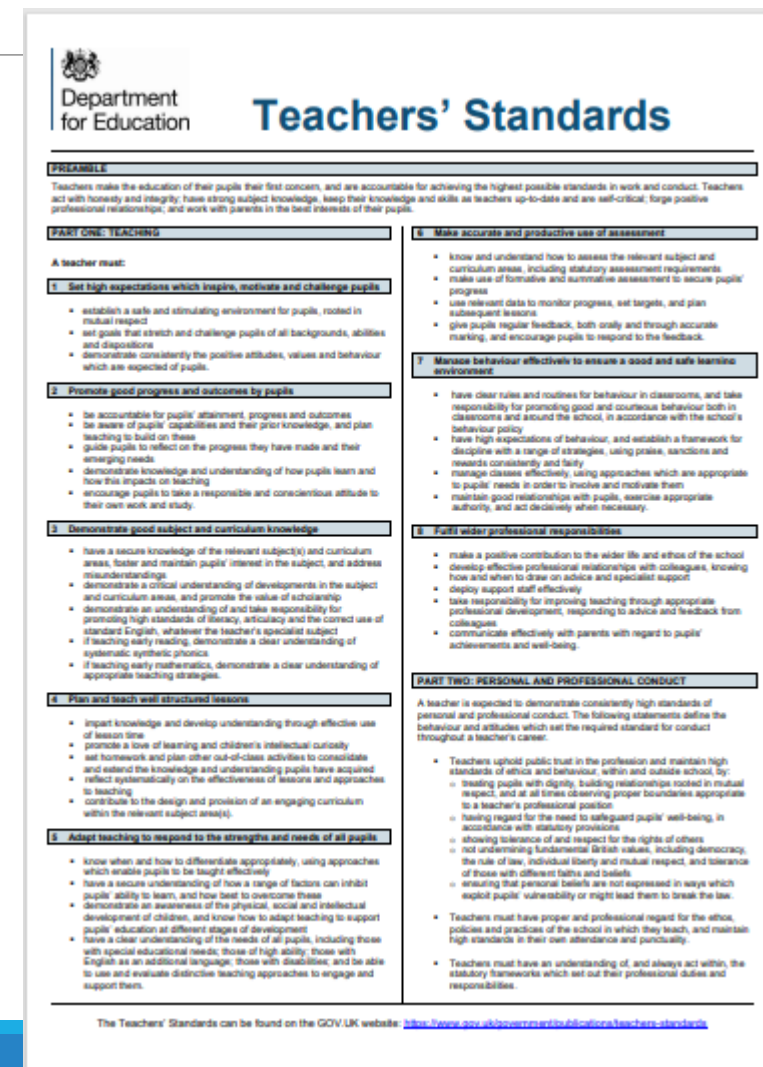


# Teachers' Standards

## PART 1: TEACHING

1. Set high expectations which inspire, motivate and challenge
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities


## PART 2: PERSONAL AND PROFESSIONAL CONDUCT





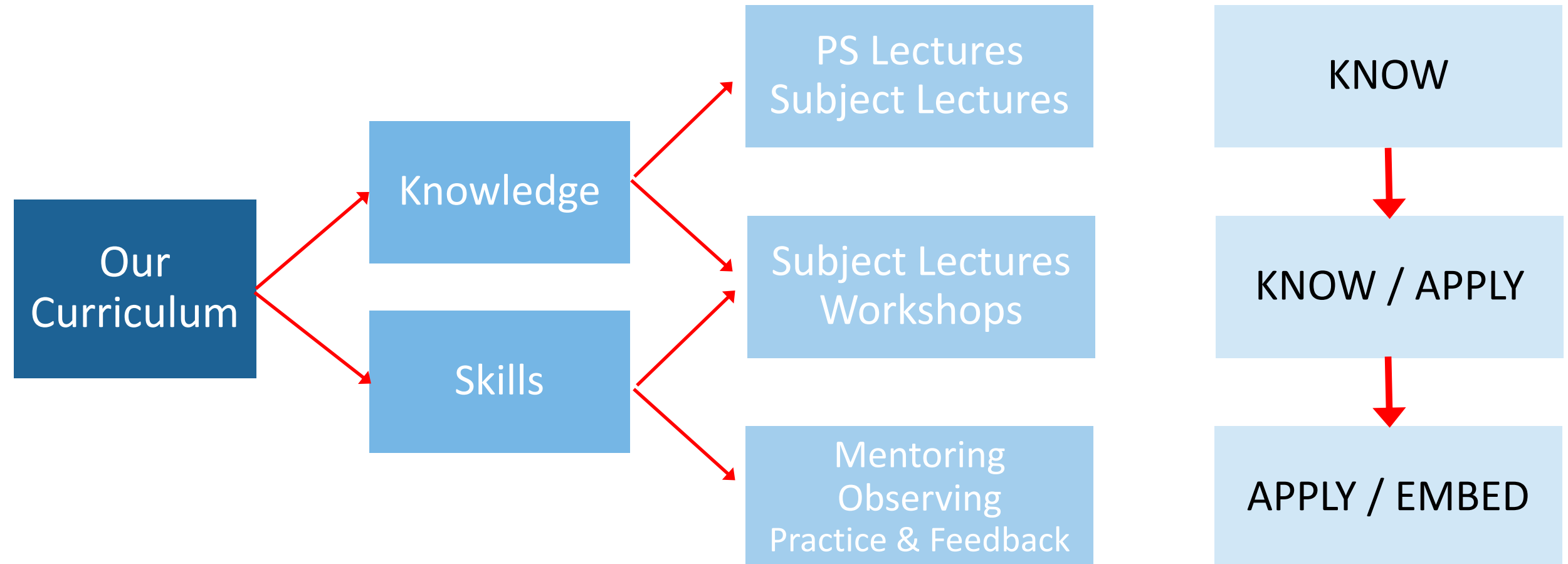
## High Expectations (Standard 1 – Set high expectations)

Learn that...	Learn how to...	
<div>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</div> <div>2. Teachers are key role models influence the attitudes, values behaviours of their pupils.</div> <div>3. Teacher expectations can affect outcomes; setting goals that stretch pupils from their starting points is essential.</div> <div>4. Setting clear expectations can communicate shared values in classroom and school culture</div> <div>5. A culture of mutual trust and respect supports effective relationships</div> <div>6. High quality teaching has a life-long positive effect on pupils' life chances particularly for pupils from disadvantaged backgrounds.</div> <div>7. High quality teaching is underpinned by positive interactions between teachers and their peers.</div>	<div>Communicate a belief in the academic potential of all pupils, by:</div> <div>a) Using intentional and consistent language that promotes challenge and</div>	
	Learn that statement	Associated References from the DfE ITTECF reference list
	<b>Standard 1</b>	
	<i>*New or amended statements marked in red in the 'Learn that statement' column.</i>	
	<div>1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</div>	<div>Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press.</div> <div>Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Available at: <a href="https://www.campbellcollaboration.org/better-evidence/reducing-school-exclusion-school-based-interventions.html">https://www.campbellcollaboration.org/better-evidence/reducing-school-exclusion-school-based-interventions.html</a>.</div> <div>Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit, Behaviour Interventions: Available at: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit</a> [retrieved 26 May 2023].</div> <div>Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit, Social and Emotional Learning: Available at: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit</a> [retrieved 26 May 2023].</div> <div>Lazowski, R. A., &amp; Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <a href="https://doi.org/10.3102/0034654315617832">https://doi.org/10.3102/0034654315617832</a>.</div> <div>PISA. (2015) PISA in Focus: Do teacher-student relations affect students' well-being at school? Available at: <a href="#">PISA_DoTeacher-StudentRelationsAffectStudentsWellbeing.pdf</a>.</div> <div>Rathmann K., Herke M., Hurrelmann K., &amp; Richter M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PloS ONE, 13(2): e0189335. Available at: <a href="#">Rathmann PerceivedClassClimateAndSchool-agedChildrensLifeSatisfaction.pdf</a>.</div>
	<div>1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</div>	<div>Chetty, R., Friedman, J. N., Rockoff, J. E. (2014) Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. American Economic Review, 104(9), 2633–2679. <a href="https://doi.org/10.1257/aer.104.9.2633">https://doi.org/10.1257/aer.104.9.2633</a>.</div> <div>Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., &amp; Lerner, R. (2016) Adolescents' Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. <a href="https://doi.org/10.1080/15427609.2016.1164552">https://doi.org/10.1080/15427609.2016.1164552</a>.</div>
	<div>1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.</div>	<div>Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.</div> <div>Jussim, L. &amp; Harber, K., (2005) Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies, Personality and Social Psychology Review 2005, Vol. 9, No. 2, 131–1557.</div> <div>Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., &amp; Cowan, C. P. (2014) Successive teacher expectation effects across the early school years. Journal of Applied Developmental Psychology, 35(3), 181–191. <a href="https://doi.org/10.1016/j.appdev.2014.03.006">https://doi.org/10.1016/j.appdev.2014.03.006</a>.</div>



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# Our Curriculum





# Connecting ITTECF with Teachers' Standards

## ITTECF SECTIONS

## ITTECF AREAS

## TEACHERS' STANDARDS

S1: High Expectations  
Behaviour Management

TS1: High Expectations

S2: How Pupils Learn

TS2: Promote good progress and outcomes

S3: Subject and Curriculum  
Pedagogy

TS3: Good subject and curriculum knowledge

S4: Classroom Practice

TS4: Plan and Teach Well structured Lessons

S5: Adaptive Teaching  
Curriculum

TS5: Adapt teaching

S6: Assessment

TS6: Assessment

Assessment

S7: Behaviour Management

TS7: Behaviour Management

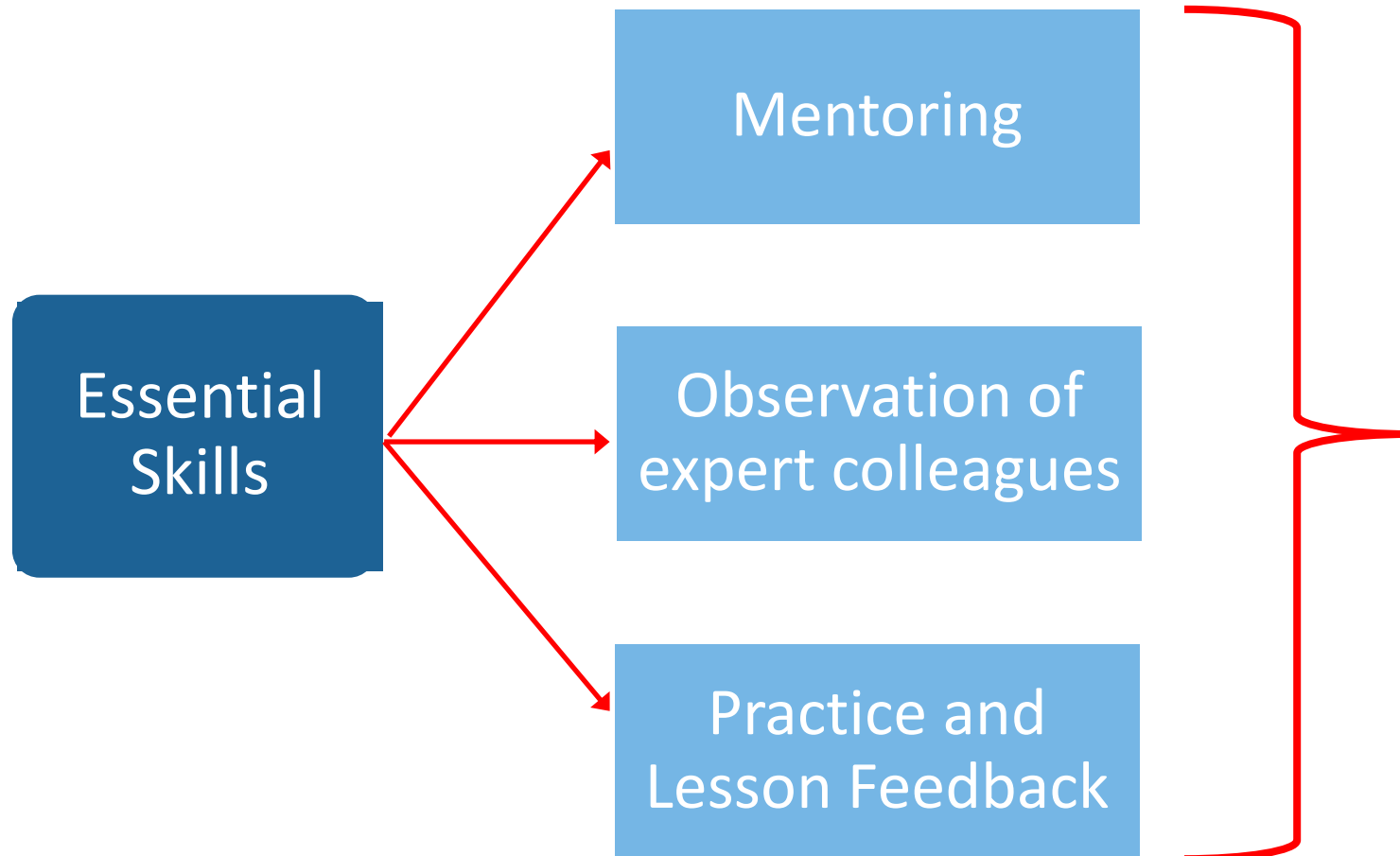
Professional Behaviours

TS8: Fulfil wider professional responsibilities

ITTECF Core Area (5)	ITTECF Section (8) (Teacher Standards)	PS Lecture (‘Learn that...’)	PS Workshop (‘Learn how to...’)
<b>Behaviour Management</b>	S1 High Expectations (TS1 Set High Expectations)		▪ High Expectations: Role of the Form Tutor
	S7 Managing Behaviour (TS7 Manage Behaviour Effectively)	▪ Managing Behaviour	▪ Managing Behaviour
<b>Pedagogy</b>	S2 How Pupils Learn (TS2 Promote Good Progress)	<ul style="list-style-type: none"> <li>▪ How to Learn: Learner and Teacher Identity</li> <li>▪ How Pupils Learn 1: Cognition</li> <li>▪ How Pupils Learn 2: SEND</li> <li>▪ How Pupils Learn 3: Emotionally Informed Learning</li> </ul>	▪ How Pupils Learn
	S4 Classroom Practice (TS4 Plan and Teach Well Structured Lessons)	<ul style="list-style-type: none"> <li>▪ Effective use of Artificial intelligence as a Teaching and Learning tool, and online safety <ul style="list-style-type: none"> <li>▪ Further covered through subject lectures and workshops</li> </ul> </li> </ul>	
	S5 Adaptative Teaching (T5 Adapt Teaching)	<ul style="list-style-type: none"> <li>▪ SEND: Opportunities and barriers to learning</li> <li>▪ Adaptive Teaching: EAL and Literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adaptive Teaching: Reflections on Effective Practice</li> <li>▪ Adaptive Teaching: SEND</li> <li>▪ SEND Project</li> </ul>
<b>Curriculum</b>	S3 Subject and Curriculum (TS3 Demonstrate Good Subject and Curriculum Knowledge)	<ul style="list-style-type: none"> <li>▪ Curriculum and the Teacher</li> <li>▪ Curriculum Making</li> <li>▪ Literacy: Closing the reading gap</li> </ul>	▪ Literacy Across the Curriculum
<b>Assessment</b>	S6 Assessment (TS6 Make Accurate and Productive Use of Assessment)	<ul style="list-style-type: none"> <li>▪ Formative Assessment</li> <li>▪ Progress: Plain and Simple</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formative Learning</li> <li>▪ Effective use of data for learning and numeracy</li> </ul>
<b>Professional Behaviours</b>	S8 Professional Behaviours (TS8 Fulfil Wider Professional Responsibilities)	▪ Teacher Well-Being & Resilience	▪ Resilience
<b>PART 2 and Statutory</b>		<ul style="list-style-type: none"> <li>▪ Professional Behaviours: Safeguarding</li> <li>▪ Anti-racist teaching practice (recorded)</li> </ul>	

<b>Duties</b>		<ul style="list-style-type: none"> <li>▪ Professional Behaviours: Political Impartiality, RSE and PSHCE</li> <li>▪ Sustainability: Teacher Positionality and Teach like the planet matters</li> <li>▪ A year as an ECT</li> </ul>	
<b>Enrichment</b>		<ul style="list-style-type: none"> <li>▪ Equality, Diversity and Inclusion Conference</li> <li>▪ Inclusive Schools</li> <li>▪ Anti-racist teaching</li> <li>▪ Child Bereavement</li> </ul>	▪ Diversity and Inclusion
<b>Intense Training and Practice (ITAP)</b>		<ul style="list-style-type: none"> <li>▪ Behaviour Management – effective routines</li> <li>▪ Effective Questioning</li> <li>▪ Assessment – providing high quality feedback</li> <li>▪ Adaptive Teaching – ensuring all pupils have opportunities to succeed</li> </ul>	

# School-based Experience



***It is not possible to build in practice opportunities for every skill. Each week you must decide how you will seek to develop the identified skills.***



# School-based Experience



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## Curriculum Guide 2025-26

*Development of the essential knowledge, skills and behaviours set out in the 'Initial Teacher Training and Early Career Framework' (ITTECF).*

This document is designed specifically for PCMs, mentors, Link Tutors and trainees. It sets out the sequential development of trainees' skills and behaviours and complements the university-based provision.

10/11/25

*How Pupils  
Learn  
(ITTECF2)*

Build on  
pupils' prior  
knowledge

Mentoring

Observation of  
peer colleagues

Practice and  
Peer Feedback



▼ 1. About Your Module

Announcements

Module Essential Informati...

Module Announcements

➤ 2. Assessment Guidance

▼ 3. Interactive Resource List

Leganto Resource List

➤ 4. Submissions, Feedback...

➤ 5. Introduction to Professi...

➤ 6. ITTECF and Teachers' S...

▼ 7. Curriculum and Weekly ...

PS Curriculum Guide 2025-...

➤ 8. Timetable

➤ 9. Lectures and Workshops

### Weekly Foci

To support trainees' development of essential skills, we provide 1 or 2 weekly foci which should guide every element of your weekly experience, to include mentor meetings, observations of expert colleagues, your own practice, and lesson feedback. We recognise that it is not possible to develop every skill in one week, and therefore, each week you should decide which skills you will:

1. Aim to observe in expert colleagues,
2. Discuss and explore in your mentor meetings, and
3. Aim to develop through trying a particular approach in your own practice and seeking feedback specifically on this.

### Curriculum Guide

*We strongly encourage that this document is used on a weekly basis to guide mentor conversations, setting of weekly targets and support reflection on your progress and development.*

#### The guide provides:

- An overview of the curriculum
- Weekly foci for Pre-Foundation, Foundation, Development and Consolidation Phases
- Assignment, task and submission deadlines
- Essential skills
- Essential knowledge
- PS Overview
- PS Timetable

## SECTION A: CURRICULUM OVERVIEW.

Week-by-week ITTECF sections from which the weekly foci are based.

FOUNDATION PHASE	
w/c	Theme
1/9/25	<b>University-based</b> How Pupils learn (ITTECF2)
8/9/25	Classroom Practice (ITTECF4)
15/9/25	How Pupils learn (ITTECF2) Assessment (ITTECF6)
23/9/25	Assessment (ITTECF6) Managing Behaviour (ITTECF7)
29/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)
6/10/25	<b>ITAP1 – Managing Behaviour (ITTECF7)</b>
13/10/25	High Expectations (ITTECF1) Managing Behaviour (ITTECF7)
20/10/25	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)
27/10/25 <b>Half term</b>	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)
3/11/25	Subject and Curriculum (ITTECF3) Political Impartiality, BV, RSE (Part 2)
10/11/25	How Pupils Learn (ITTECF2) Adaptive Teaching (ITTECF5)
17/11/25	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)
24/11/25	<b>ITAP2 - Effective Questioning</b>
1/12/25	Adaptive Teaching (ITTECF5) Managing Behaviour (ITTECF7)
8/12/25	Equality, Diversity and Inclusion (Part 2)
15/12/25	Professional Behaviours (ITTECF8)

DEVELOPMENT PHASE	
w/c	Theme
5/1/26	<b>University-based</b> Professional Behaviours (ITTECF8)
12/1/26	Subject and Curriculum (ITTECF3)
19/1/226	Subject and Curriculum (ITTECF3) Professional Behaviours (ITTECF8)
26/1/26	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)
2/2/26	Subject and Curriculum (ITTECF3) Adaptive Teaching (ITTECF5)
9/2/26	<b>ITAP3 - Assessment (ITTECF6)</b>
16/2/26 <b>Half term</b>	
23/2/26	High Expectations (ITTECF1) Managing Behaviour (ITTECF7)
2/3/26	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)
9/3/26	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)
16/3/26	Subject and Curriculum (ITTECF3)
23/3/26	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)

CONSOLIDATION PHASE	
w/c	Theme
30/3/26	Wider Professional Responsibilities (TS8)
6/4/26	<b>Easter holidays</b>
13/4/26	<b>Easter holidays</b>
20/4/26	<b>ITAP4 - Adaptive Teaching (ITTECF5)</b>
27/4/26	Demonstrate good subject and curriculum knowledge (TS3)
4/5/26	Set high expectations (TS1) Manage behaviour effectively (TS7)
11/5/26	Promote good progress & outcomes (TS2) Plan & teach well-structured lessons (TS4)
18/5/26	Adapt teaching (TS5) Make accurate and productive use of assessment (TS6)
25/5/26 <b>Half term</b>	
1/6/26	Wider Professional Responsibilities (TS8)
8/6/26	Assessment Record & Examples of Progress
15/6/26	Assessment Record & Examples of Progress

 Intensive Training & Practice Week (ITaP)

## SECTION C: FOUNDATION PHASE.

*Weekly foci. These should remain the predominant focus for each week and shape weekly targets. Trainees should strive to develop these skills through; observation of expert colleagues, effective mentoring, teaching practice, and receiving feedback on applying a particular approach or approaches.*



w/c	Theme	Learn how to...	By...
29/9/25	How Pupils Learn (ITTECF2)	<i>Avoid overloading working memory.</i>	<ul style="list-style-type: none"> <li>c) Taking into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>d) Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</li> <li>e) Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).</li> </ul>
	Classroom Practice (ITTECF4)	<i>Plan effective lessons.</i>	<ul style="list-style-type: none"> <li>a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>b) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>d) Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> <li>e) Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).</li> </ul>
6/10/25	<b>ITAP 1</b> <b>Managing Behaviour</b> (ITTECF7)	<i>Establish effective routines and expectations.</i>	<ul style="list-style-type: none"> <li>h) Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).</li> <li>i) Practising school and classroom routines at the beginning of the school year.</li> <li>j) Reinforcing established school and classroom routines (e.g. by articulating the link between time on task and success).</li> <li>k) Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.</li> </ul>
13/10/25	High Expectations (ITTECF1)	<i>Demonstrate consistently high behavioural expectations.</i>	<ul style="list-style-type: none"> <li>e) Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</li> <li>f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> <li>g) Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate.</li> <li>h) Acknowledging and praising pupil effort and emphasising progress being made.</li> </ul>
	Managing Behaviour	<i>Develop a positive, predictable, and safe</i>	<ul style="list-style-type: none"> <li>a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</li> </ul>



## Curriculum Guide 2025-26

### Development of the essential knowledge, skills and behaviours set out in the 'Initial Teacher Training and Early Career Framework'

This document is designed specifically for PCM trainees. It sets out the sequential development of essential knowledge, skills and behaviours and complements the university-based training.

#### STANDARD 1: High Expectations (0)

- > ☐ 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (7)
- > ☐ 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (2)
- > ☐ 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential. (3)
- > ☐ 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. (3)
- > ☐ 1.5 A culture of mutual trust and respect supports effective relationships. (4)
- > ☐ 1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds. (5)

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge up-to-date and are self-critical, bring positive professional relationships, and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

#### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time

#### 5 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### 6 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

#### 7 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



# Resource Lists



## (PGS7007) Professional Studies 2025/26 - by lecture / workshop

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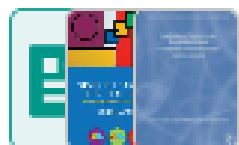
Reading / Resource List - by session



Draft



25PGS7007-SMF01-SEM



## (PGS7007) Professional Studies 2025/26 - by lecture / workshop

Updated 14 minutes ago



Draft



25PGS7007-SMF01-SEM



## (PGS7007) Professional Studies 2025/26 - by lecture / workshop

Updated 2 days ago



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25PGS7007-SMF01-SEM

### ▼ STANDARD 1: High Expectations (0)

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- > ☐ 1.5 A culture of mutual trust and respect supports effective relationships. (4)
- > ☐ 1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds. (5)





## 9. Lectures and Workshops

1. How to Learn: Learner a...

2. Professional Behaviours...

3. How Pupils Learn #1: Co...

4. WORKSHOP: How Pupils...

5. Formative Assessment

6. Managing Behaviour

7. Teacher Well-Being and ...

8. Sustainability Education:...

9. School Briefing

10. Essay Support

11. Artificial Intelligence

12. ITAP 1: Behaviour Routi...

13. WORKSHOP: Managing...

## 9. Lectures and Workshops



1. How to Learn: Learner and Teacher Identity

Mark as done



2. Professional Behaviours: Safeguarding

Mark as done



3. How Pupils Learn #1: Cognition

Mark as done



4. WORKSHOP: How Pupils Learn

Mark as done



5. Formative Assessment

Mark as done

# PS MODULE



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## Behaviours: Safeguarding

> 9. Lectures and Workshops >

Mark as done

**Lead Lecturer:** Jamie Ribolla

### Session Objectives:

1. Know duties in respect of safeguarding legislation
2. Understand local context
3. Understand Level of Need
4. Understand effective practices that promote the welfare of children and protect them from 'significant harm'
5. Know how to manage disclosures (5 R's)
6. Understanding what sorts of behaviour, disclosures and incidents to report

### Essential Readings:

- DfE (2025). Keeping Children Safe in Education. Available at: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106567/Keeping_Children_Safe_in_Education_2025.pdf)

**Click here** for all resources related to this lecture:

x

> 5. Introduction to Professi...

> 6. ITTECF and Teachers' S...

▼ 7. Curriculum and Weekly ...

PS Curriculum Guide 2025-...

> 8. Timetable

▼ 9. Lectures and Workshops

1. How to Learn: Learner a...

2. Professional Behaviours...

3. How Pupils Learn #1: Co...

4. WORKSHOP: How Pupils...

5. Formative Assessment

6. Managing Behaviour

7. Teacher Well-Being and ...

8. Sustainability Education:...

# Contacts

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## SUBJECT TUTORS

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